

**Virginia Tiered Systems of Supports (VTSS)
Professional Learnings**

Session 4

**December 12, 2013
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*Getting Us Started:
A Reflection on Previous Learning*

8:00 am – 8:30 am

Howard Ormond and Kimberly Yanek

*Developing Common Vision, Language and
Practices*

8:30 am – 9:30 am

Sophia Farmer, Diane Gillam, Kendall Hunt and Regina Pierce

00:00:00

[Ms. Pierce ?]: Our first presenters today are Howard Ormond and Kim Yanek. Howard is a former middle school principal from New Kent, was it New Kent Middle School? New Kent Middle School, he's one of our PBIS specialists, we contract with Howard, so he's kind of, he's a lone ranger and, and many of you know Howard I was told by Steve to say that. And Kim Yanek or should I say doctoral candidate Kim Yanek, who is, is finishing up her, her doctorate at Old Dominion University. She also works at Old Dominion's University TTAC and she's one of our PBIS coaches. So they're gonna do, run through a little activity with you right now, try to all together everything you learned guys today in one nice little bow, right. So I'm gonna hand it over to you guys.

00:01:00

Ms. Yanek: So good morning everyone.

Mr. Ormond: Good morning she said, I can't hear you.

Ms. Yanek: So we are going to start with connecting the dots if you will from yesterday, but first of all I just want to take care of a few issues with you. So each of you should have a binder, it looks like this. So if you don't have one please raise your hand so we can so we can accommodate you and get that to you. Raise your hand so we can get you a binder. All right, does everyone have a binder? Lovely, okay so I'm gonna take you through a quick binder walk so you know what's in store for you today. Make sure you have all of your handouts. So if we open up the binder you'll see the agenda for today, I like to say agenda-ish because sometimes we get involved in some work and we need to be flexible to let us finish some conversations and thoughts, so that's our agenda-ish.

00:02:00

Ms. Yanek: You do have a copy of the PowerPoint there for those of us who like to take notes as we go, and then you have just various handouts that are color coded that are included that we will be working with throughout the day okay. So that's the binder, we've also prepared flash drives so that you can work electronically today, especially in the afternoon when we do some work. So what I need you to determine right now is the person who woke up the earliest this morning at your team. You could come up here and fetch two flash drives for your teams, early risers come on up. Thank you sir. They get two per team. Are you the early riser? Okay, which team are you with we have three teams.

Mr. Hale: Well he's gonna be with us when we do our activities.

Ms. Yanek: Okay I'll make him one.

00:03:01

Ms. Yanek: I'll make you one, you're welcome, and dividers yes okay. All right, so everyone has a binder, there are some dividers on the back table Regina is that, are they back there? Okay, excellent. All right, so if you can turn in your binder then to the, the past the PowerPoint, the first hand out it's a, I believe George yesterday called it blush, or buff. J. Crew would call it blush I would believe, yeah so we're gonna go with buff right now. So you can open up your binder for us, and go ahead and take that handout out of your binder. It looks like this, it has some shapes at the top. This will be the first resource that we're going to work with today.

00:04:00

Ms. Yanek: So do you remember what Dr. Batsche left us with yesterday afternoon? Cause we were all kind of feeling a little overwhelmed right, would you agree? A little bit right, and he said this was the fire hose version, so today we're gonna take that fire hose version and we're gonna really look at just more of a softer approach to this. Just a sprinkling and, and start to engage in some conversation starters and some implementation activities, initial processes that we work with. So these are our learning intentions for today. We really want to dig a little deeper with those key components of VTSS, the language you know. He talked about language yesterday and I think we all find that the language we use as the leaders in the building is very critical for shaping the way things kind of fall out and the way people engage with the information that we share. So we're going to take some time to get some clarity and understanding in connection with the language that we use. We're going to look at how does this really support what we're doing with school improvement?

00:05:04

Ms. Yanek: We've all got lots of things going on, how can we start to look at that alignment piece and look at here is what we're doing with school improvement. How will implementing VTSS support those efforts right? We're gonna look at starting some conversations around tier definitions, and you've got some materials that we'll work with and some resource mapping which is so much fun. So after lunch you know, make sure you don't load up on the carbs because we're gonna be up and we're gonna use markers and we're gonna have lots of fun engaging in some resource mapping and teaming structure alignment. So that is, those are the learning interventions for today. So we're gonna start with thinking about that fire hose, all the information we were hosed with yesterday with Dr. Batsche right. So here is what I'd like you to do for a moment on your own. On your handout you have at the top, what do you have squared away? So hopefully you had some time to marinate with all of that information last night.

00:06:02

Ms. Yanek: You might have had chocolate or liquid therapy or group discussion, whatever it was that you choose. But now I want you to take what you're marinated in and I want you to record some thoughts for yourself. So as a result of yesterday what is it that you really have squared away? I've got this. Write down some notes for yourself. The triangle, what are you kind of seeing from a different angle, you know, I never thought about it that way. That's an interesting perspective, take down some notes for yourself. And the circle is, well I'm really not clear on that. Still circling around you know, it's just kind of up there in space right now. So I want you to take a moment with some self-reflection, jot down some notes for yourself, and when you've completed that I'm gonna ask you to stand up and hold your paper so we can move into the next transition okay?
[Tape cuts]

Mr. Ormond: What I want you to do is read the directions, directions. Make eye contact with each person you approach.

00:07:00

Mr. Ormond: And I want you to say the following, and you see those five things there, and I want you to look at direction number two, and I want you to do those things also. Now what the problem is that your puzzle is, is once I put on that music I want you to stand up and I want you to go to people not at your table. I want you to go have a conversation on this side and on this side. I want you to go to each other or different people, and as the music is playing you read those things and make those comments. Now when the music goes up in volume you switch partners, so you can't get locked in right now cause we have a lot to cover

today. So as I indicated as the music comes on you stand up and go to people other than people at your table, okay? [Tape cuts]

Mr. Ormond: Now what we want you to do, we want you to take a minute at your table and share some of the things that you heard or some of the things that you thought about in that time.

00:08:04

Mr. Ormond: And then I'm gonna ask the table just to share out one of those things, and I'll write them down and we can kind of refer to them as the days go on. So since we have championship teams in here I'm gonna call on them first, I'm not even gonna wait. So championship team over here.

Respondent: Brenda.

Mr. Ormond: Right. Can you share something that you heard or something that you might want to share with your team?

Respondent: Well I think, there were three people that I talked with. [I didn't know these people ?]. The three people that I talked with the common theme was wow, where do you start? How to prioritize, yesterday was great but it was so much.

Mr. Ormond: That's why--

Respondent: We need a lot of work.

Mr. Ormond: That's why we're here, that's why VTSS team is here to help you, support you, encourage you and guide you. All right, this team over here.

00:09:00

Respondent 2: My name is [Inaudible 00:09:01] I'm from Dinwiddie County Public Schools, in general I, the people that I met were from Fredericksburg, Frederick City, okay Frederick County. And I think it was the same thing, overwhelming, but we are ready to work. And we want to make a difference with our kids that we are involved with.

Mr. Ormond: Great, great, great, anybody else want to share since I picked on those two teams? Oh this team, okay this team, all right who on this team?

Respondent 3: Mr. Harrison.

Respondent 4: I used to like Sophia. [Inaudible 00:09:44 – 00:09:50]. Yes, the largest county in the state of Virginia. Thank you, thank you so much.

00:10:00

Respondent 4: [Inaudible 00:10:01 – 00:10:05] state capital, but, but again I think that there is common themes around the improvement that is you know, why couldn't we start this earlier? So there is a lot of anxiousness missing among our part, we're just nervous again to make sure we are all meeting the needs of not only our teachers but nevertheless our students. But nevertheless we've got some excellent coaches. We are very enthusiastic about working with them, and being trained to, to make a difference. I think, I've got a little quote here that Maya Angelou said, and I think it states best what today's theme is, is to do this until you, till you know better and then when you know better do better.

Mr. Ormond: Great good job. Oh you're with him, okay now.

00:11:00

Mr. Ormond: That was a smart move. Normally they'd give you more time, but we have so much to cover today we have to keep moving on. But I want you to take a look at the last thing I said on the paper, it's caring enough to give your best. Because if you care enough to give your best it will show, and your actions and things that you plan for your students are gonna stick. I always just tell my students, are you here for a [scene ?] or are you here for a reason? And you are here for a reason, cause every last one of you we know will make a difference for your staff, and your school and your community this coming year. Now at this time we want to turn over to our next group, and thank you for sharing we appreciate that. We just need to develop a common vision, language and practice, Sophia.

Ms. Farmer: Okay, we are starting out, here we go. We're gonna get started. Howard mentioned it, Sedrick mentioned it as partners we are in this work together.

00:12:01

Ms. Farmer: We are coaching and helping and learning from each other, and we really hope that, that we become well oiled machines, we become the teams that learn and work together. As your, as your VTSS coaches we are really that, we're not claiming to be the experts that come in and tell you what to do. But we're really working together to build the picture inside of that frame that George Batsche talked about yesterday. So that it fits for your school. You, you guys are experts in your kids, and in your schools, in your communities, and we're really

relying on that. So we're gonna watch this quick video, and after the video I'm gonna give you the prompt to turn and talk. And in the video I want you to picture if this is a metaphor for our work together. Okay, if this becomes a metaphor for our work together who do you see yourself as? Who do you see us as? How do you see us, how do you see our work in this?

00:13:02

Ms. Farmer: And we're just gonna use that as a turn and talk, and I'll give you the prompt when the video is done. [Tape cuts]

Ms. Farmer: Okay you want to share one from, you said you guys had a great one.

Respondent 5: Well I think that I need to think about this, Darcy shared that, that thinking about the crowd in the background and the crowd started singing along encouraging. And that as a team we're gonna be encouraging our staff and our teachers, and also encouraging the students so that's one of the roles that we're gonna have.

Ms. Farmer: Right, and is it, Royal, Royal? Royal, you had mentioned, I had heard you mention that as well. You had said, you know, I see myself more as part of that crowd as being part of the whole community that encourages and works together, right? Anyone else? Yes ma'am.

Respondent 6: I think it brought out too that we're gonna mess up, and it's a whole lot better to mess up around people that we know. But that child was messing up in the whole crew of folks.

00:14:03

Ms. Farmer: Right.

Respondent 6: It was so, the fact that she stood there and kept on going showed that she believed in what she was doing. Because she could have turned and walked off, she could have run.

Ms. Farmer: Right, right, she could have run right, which would have been my first instinct.

Respondent 7: We talked a little bit here about you know, the, the coach sort of being this, this group here that's coming in and learning together and supporting [Inaudible 00:14:34] to grow and learn.

Ms. Farmer: Right any others? Good, all right so we're gonna start with really taking a look at the definition of VTSS, our working definition. And the definition that we'll move forward, take about a ten seconds read the definition. We have some words highlighted for you, VTSS is a data driven decision making approach.

00:15:00

Ms. Farmer: As you read it put a star by one of the words that means the most to you. What is one of the most important words for this in you? And think about why, for you, for your team and why? [Tape cuts]

Ms. Farmer: Important words, what would you star? They're all important right, what's, all students why? And you had mentioned this in the metaphor, that it isn't just special Ed. Kids. It isn't just ESL kids, and we'll talk about that in a minute. It's everyone, even the ones incredibly gifted at what they do, right? We all need help sometimes.

00:16:00

Ms. Farmer: Any others that speak to you?

Respondent 8: I did supports, because that's what I see our team as, supporting and I think you may have some of the right ideas but how it supports and builds ground with the teachers. Because they're the ones that are at the front lines. They're the ones that impact, and if they don't have our support and trust us then we're really just spinning wheels. So that word kind of speaks to me.

Ms. Farmer: Any others? I like that you mentioned trust in there and how do we build trust within our team together as a group? Howard talked about us having chances to network, and trust, and build that relationship with each other so we can call on each other. This is messy work we're gonna be doing for a while isn't it? All right, any others?

00:17:00

Ms. Farmer: Yes.

Respondent 9: It's kind of funny here cause I have used effective learning environments, so this table--

Ms. Farmer: Covered all of them.

Respondent 9: I see that why that's important because while most of the people in your general education it's the soldiers, which are our teachers that have to do this. [And that's what they want us to do. ?]

Ms. Farmer: Any others? So here is our working model, okay as we move through the steps of implementation, as we begin with our steps today here is our working model. We are working with all students, and you've said that a couple of times today and George said that yesterday. It's not special Ed. kids, it's not ESL kids. We have the great fortune of working in a public school system where we get to take every kid that walks through those doors.

00:18:07

Ms. Farmer: And build a system of support around them, right we don't get to pick and choose nor do we even want to. It's every kiddo that walks through those doors. Okay, if we look at every child as a whole child, a whole child from parents and communities, to previous education, to their interest in strengths and talents, and where sometimes they might need support we look at the whole child as our starting point. And from there we organize us. Look at those three tiers and think of that in terms of how we organize us.

00:19:01

Ms. Farmer: Not us in terms of I'm a tier three teachers, I'm a tier one teacher, I'm a tier two teacher, but us in terms of I have a strength in teaching behavior pretty intensively. That's my background. Okay, other teachers might have a strength, talent, gift, training around teaching universally, teaching every child that walks through their reading. And has a talent for universally designing that instruction so that every kid is learning to read in their room, so how do we harness the strengths and talents and gifts and trainings of all the adults in our building, and organize them by their talents? Organize their talents I should say in a way that helps teach every child so that eventually we get everyone working in the green.

00:20:08

Ms. Farmer: So the goal is not to sort children. The goal is not to figure out where we put kids. The goal is to teach to need so that we're all learning successfully, so what does that look like? We start with tier one, and sometimes oh here we go. Tier one, core universal, and he talked a lot about that yesterday and we'll talk about that more today and how to build the structure around implementing tier one effectively. Sometimes we have to layer on, we don't abandon tier one. We don't move away from tier one. Sometimes we have to layer on additional supports.

00:21:04

Ms. Farmer: They're still embedded in tier one, but we're gonna layer supports on to there for small groups of kids. And then sometimes we find that we have to layer additional supports on with a greater level of intensity, still rooted in tier two and tier one, we're not abandoning those. Sometimes we find that there is needs that we can match to a particular teacher expertise or, or skill set that will layer supports on for the individual. So let's look at Malcolm what does this mean exactly in our work? Let's look at Malcolm right there, this is a picture of, of how Malcolm functions during his day. This is Malcolm divided by a set of skills in his behavior.

00:22:04

Ms. Farmer: What do we notice about Malcolm? What is he wonderful at? What is, what does he do really well with? What does he do, what is a strength for Malcolm? Peer interactions, peer interactions are a strength for Malcolm, what else is a strength for Malcolm? Cooperative play, he gets along really well with his peers, and he knows how to have those interpersonal relationships with them in order to play cooperatively. What's a little bit more problematic for Malcolm? Adult relationships, his attendance, I'm getting a better picture of where his strengths are, how I might be able to utilize them, and what he struggles with. What is really problematic for Malcolm? Anger management.

00:23:04

Ms. Farmer: Sometimes Malcolm gets really really upset and has no idea what to do with those feelings. Right, so he deals with those feelings the only way he knows how, and if sometimes a chair goes flying it does. You know, okay, is Malcolm a tier three kid? Is Malcolm a tier three kid? No, why not, why can't I call him that? Because a child isn't a tier period, a child isn't a tier period. What is tier three as it were for Malcolm? Okay, what is tier three for Malcolm, and I like the way you said that, right is that he needs skills in anger management and problem solving around that.

00:24:03

Ms. Farmer: Right, he is not tier three. He needs some skills around that need to be delivered with an intensity that speak to the intensity of the behavior. We made a match. Okay, what about Fiora? What are her strengths? Social studies, she loves social studies. What does do we get a picture of with Fiora? What's that?

Mr. Hale: Her cell phone.

Ms. Farmer: Her cell phone is great, she's good with technology. She can tweet like nobody's business. Facebook queen, what else do we know about Fiora? She's struggling with science and math. She's struggling in science and math, so where is the match for her? Where am I going to try to make the match for her?

00:25:00

Ms. Farmer: I'm gonna match that need in science and math with what? With a teacher that has a certain strength or skill in teaching math and science with a greater intensity, right? Ah, I was just gonna ask you, why did I start with strengths every time? We're gonna use the strengths, we're gonna figure out her strengths. We're gonna figure out the strengths our students. We're gonna figure out the strengths our schools, we're gonna figure out the strengths of our divisions, and we're gonna put them in service to the greater cause aren't we? So she's Facebook, tweet, technology queen, what might I be able to use in math and science? Right, it used to be and you heard George speak about this yesterday, that when we started the RtI, VTSS, PBIS journey there was the academic side and there was the behavior side and never the two shall meet.

00:26:03

Ms. Farmer: Right, I had my camp, you had your camp, and we were very happy in our camps, right? And then like George said yesterday, well duh kids don't have two brains, why are you people working in two different places? Right, kids have one brain, and in their brains and in their lives, and if we really consider child/person first we're looking at the whole child in which academic and behavior are tightly integrated. So grown-ups let's get it together and start integrating, right? So now we look at VTSS in terms of the integration of academics and behavior, and you guys get to play with us as an integrated continuum.

00:27:01

Ms. Farmer: Sure.

Respondent 10: [Inaudible 00:27:04 – 00:27:18] I thought behavior meant like how we want the children to behave, be good. But then like yesterday I was getting the sense that behavior means I, this is how I want them to behave academically. I want these behaviors, like good study skills and things like that. So which, which is it?

Ms. Farmer: Both.

Respondent 10: Because it's confusing me.

Ms. Farmer: Both, and you remember yesterday think about the words, and we're gonna play with some words in a little bit. Think about the words academic skills, right. You know academic skills, and then he said academic behavior, which is what you're talking about. And then he said the intra and interpersonal skills, that they're actually three components in this integrated model of skills that we teach.

00:28:05

Respondent 10: Okay, so behavior you are referring to both.

Ms. Farmer: Yes, yes because remember something else he said, school is really an artificial construct right? It's, we sometimes like to think we're, and we are preparing them for the real world in terms of academic and behavioral skills in some sense. But we don't wanna just leave it at the skills we, we teach to do good at school, does that make sense? We want to also teach them the skills that will help them interact with each other out in the real world. That will help them have those listening, some of the skills transfer to work, the listening, attending, organizing, and those type of academic skills, does that make sense?

Respondent 10: Yeah.

Ms. Farmer: All right, Regina my partner in crime. Next time I'll wear a jacket.

Ms. Pierce: I know I had to take this scarf off, you can't accessorize.

00:29:02

Ms. Pierce: All right, good morning. So I'm gonna start, I have good news, and bad news, and good news. All right so I'm gonna start with the good news. I know that you all did feel yesterday that was sort of that fire hose kind of effect, that was the bad news. It was a little hard, but the good news was that all of the other divisions that have been with us for a while even two years they didn't feel that way. They felt like oh yeah, I got this. They integrated a few new skills, so in a very short amount of time it's not gonna feel that overwhelming. So that's the good news, the bad news is I have a couple more slides that we've gotta get through that are a little bit more theory. Okay, so you have a little bit more new learning to take in, but the good news is I'm gonna break it down in chunks. We're gonna work on it, and the really good news is that in just a very short amount of time you're gonna start working on the actual work. So today is sort of a get down and dirty workday, all right.

00:30:00

Ms. Pierce: So that you have things to take back cause we all know that once you do get back life keeps happening, and you don't have that time. So we're gonna give you that time, all right. So here is the first little piece I gotta give you, but I want you to put your pencils down. This is just logic, you don't really have to know all this yet. So put your pencils down, and just sort of listen and think. Phases of implementation, you know that you're starting on a whole change process, so phases of implementation just says okay, where are you starting? And what, this will become really important but all you need to know right now is that you're at the very first block. All right, so the very first block is I'm just getting ready to know about this. This is that time when you look at each other, and you say, oh gosh who signed us up for this? Is this really what we want to do? How are we gonna do this? What's it gonna look like? Who is gonna be in charge? You know, why did we do this, and how is it gonna help us? And how do we get started, and so somebody here earlier just said what, you know, what's our first steps after we heard yesterday?

00:31:04

Ms. Pierce: That's exploration, all right, that's sort of the, you know, do we want to do it? How we gonna do it? And there is a really important part to this, remember George kept talking about consensus, this is the consensus piece. Now there is a new word that we put with this commitment. So it's not just we gotta buy, you know, we gotta get some buy-in around it. We gotta commit to it. You're sort of on the team. I love how it's you know, you're here for the season you're here for the reason, or something like that. So I love that, and so then you just kind of, and installation/implementation just means you start doing it. And then at the end you just kind of start getting better at it, so let me get my clicker back. So that's all phases of implementation are, now as we go through a change process we're gonna learn more about these. And these will become more important, but all you need to know is that you are implementing, and that you are at the very beginning.

00:32:00

Ms. Pierce: And then the other important thing to think about is that you're gonna see this a lot as you start to read, so as you go to those websites you're gonna see all of that. And basically you're gonna see it in a lot of different ways. So you might see stages of implementation. You might see emerging instead of exploration. You might see implementation or initial installation or initial implementation, but it's all the same thing. So it's should we do it? Let's start to get it right and try to do it, and then let's make it better. So that's a really simple version of that. We'll come back to that more, and so good news we just got through that slide and you know that all right. Now the next one, pull out your

handouts and you have, this is a really big binder. And here is your really big sheet, all right, so we're gonna be working off of this framework a little bit....

00:33:00

Ms. Pierce: All right, now as you know this is kind of a big, you know, we were in those separate camps. I was on the Rtl side, mostly academic, behavior was on the behavior side, but it wasn't like we ever, you know, we always worked in behavior too. Behavior they were once teachers they know academics as well. But this circle it actually comes from PBIS, all right, so this is the whole framework. So remember we used that word framework, that this is all just one big framework? This is the framework, all right, so within that framework, and I'm a little nervous about it because my colleagues are the ones that really love this. And when I first looked at this I thought, well that's nice but you know, the circles don't really do it for, I mean I don't, okay they don't mean much to me. But they swore that I would get this, okay, so I'm up here to, it's like my test all right. So basically all of this is a framework, and so instead of looking at in the triangles as we always have here is a new way to look at it.

00:34:04

Ms. Pierce: All right, so I'm gonna teach you the way that I learned it in my head. Okay, and the colors are gonna matter, don't worry too much about the colors now. But I'm trying to get the colors down too, so here we go. All of this is a framework, and basically what do we all live and by at the end of the day, the true of end of the day? Yeah, our scores are sort of our outcomes, it's a, you know, but that is the reality. That's your outcomes, now the outcomes are purple okay. So I think of outcomes, purple, OP, optimum, we want optimum scores for our kids and optimum outcomes, and you know, very high attendance. Everything optimum in purple because really the outcomes are gonna be framing our whole work, all right. Now within that system we all know that we need data, all right. Everything is data based decision making, you saw that in your definition. What color is data everybody?

00:35:00

Ms. Pierce: Orange, what is D and O spell? Oh come on, do, so you do things with data, data you gotta always have that data and do things with it. The data is a huge piece of that framework. You can't have data based decision making without any data, and I know that there is not a teacher out there that is saying, oh gosh I wish we could assess a little bit more because goodness I've been teaching for a long time today. All right, but you do, that stuff you know, is sort of a fine walk because you do have to have that data for the data based decision making. You do have to have that data to know about your outcomes, all right so

then we come down to the next circle, which is blue, which is practices. Remember when Sophia said that it's sort of a lot about aligning ourselves, so practices is actually what we're gonna be doing for kids. All right, that's how we're gonna support our students, and that's blue. And I think practice is blue, positive behavior, am I saying something wrong.

Ms. Farmer: I'm sorry Regina.

00:36:00

Ms. Farmer: I think that there is an error on the page in blue it says supporting staff behavior, and then the other one says staff also. So folks with--

Ms. Pierce: Ah ha, good.

Ms. Farmer: Yeah, so just cross out the blue staff and write in students.

Ms. Pierce: Students okay, it's a typo that's all right.

Ms. Farmer: We all make mistakes.

Ms. Pierce: It's all right, that's all right I was just grooving on it. All right, so hold on so supporting student behavior, all righty. And then on systems, systems is what we do to sort of align ourselves, how we support each other. So everything that you do, so the system, the big system that you're working with right now is Indastar. All right, so everything that you do is gonna focus around your systems, where are you supporting adults, your practices where you're supporting students, so think about practices. What were the two that he talked about yesterday? Good examples of practices, one was pre-teaching, okay. Pre-correction, that's another good practice.

00:37:00

Ms. Pierce: All right, so that's all about how we support students, and then the data, all right. So basically I couldn't think of anything for systems green, so I figured if it was green it was systems because that was the one I didn't have. I know I could see you were looking waiting for that big moment, all right, but it's like the one that's left over. All right, so you can tell I used to be a learning disabilities teacher. I'm always trying to make those connections. All right, so how do you feel so far about this? All right, I want you to think of anything you do in your building, anything and see where it fits in the framework. Cause anything you do fits in the framework, so take two minutes, think of anything you do in your framework in your building? Okay, do you use Read 180, do you have some

school wide expectations? Do you have a school schedule? Okay, anything, and see where it fits. [Tape cuts]

Ms. Pierce: We're almost there, we have one more slide to get through where it's, you're gonna understand this whole implementation process.

00:38:04

Ms. Pierce: This is, this is the how do we do it part, all right. This is the how do we do it part. So I'm gonna tell you now how you're gonna do it all right. It's only gonna take you four years. Exactly, no you're gonna get so much done right away there are things we do hitting the floor running, so don't worry. But here is where you're gonna have to listen up, because I'm gonna tell you what you're gonna have to do later. I'm gonna teach it to you, and then you're gonna teach it to somebody else, okay. So I'm gonna teach you this framework, and then you're gonna stop and you're gonna teach it to somebody else. And all, it's sort of funny the state we out number you I think, so we're gonna pair up. And so you're gonna, a person from one of the school divisions is gonna pair up with someone from the state and you're gonna teach them what I just taught you. All right, you ready? All right.

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Ms. Pierce: Now the first thing you have to remember is that as you start off with that vision and as you start off with these circles and this framework this does not mean throwing the baby out with the bath water all right. This is gonna be integrating a lot of the stuff that you already have, and when I was looking at all of the data from all three school division there are a lot of things that are rocking. There are a lot, a lot of SOL scores that were good at certain grade levels. There were a lot of good things that were happening, but so this doesn't mean we're gonna just, you know, it's a whole complete new thing. It's just putting everything we do into a system, all right. But so the first thing we have to think about is you need a vision. All right, so what is your vision? What does this look like for you? How are you gonna go back and tell your school divisions, all right we're in this now, this is what it looks like, this is what it means? Now who carries out that, that is you, so if you look to your right, if you taught elementary you'd say go ahead and get your pointer, pull out your pointer finger. So move to the right, and you're gonna say that is you.

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Ms. Pierce: That's the leadership team. You are the people that are, that are going to carry this out, so what do you need to do? All right, so here is your first little set of tasks. You have to get good at being a leadership team. Because we

know, remember George said yesterday, if the leadership team isn't good it's not gonna happen. So what do you all have to do? You gotta get good at being a leadership team. You've gotta talk about things like common language. You have to build an infrastructure, you have to make sure that the whole system is gonna work. All right, so that's your really big job. You've gotta build that consensus and commitment. What kinds of activities do you have to do that? How are you gonna explain this? So that's all part of that vision in the leadership team. Now if you think about what George was saying in the problem solving model this all now flows into that problem solving model. So the first three sets of colors is all about defining the problem and problem analysis, so kind of hold that in the back of your head. So now you got your team.

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Ms. Pierce: You got your vision, you know what it looks like. You got your team, you got your good people, you know what you gotta do, now what do you need? Everybody it starts with a D, it is data. You gotta get some data, okay. Now you already have some data, so it's a matter of getting it, organizing it, learning how to use it to make decisions. How many people in the building are saying well I have a lot of data, but I'm not quite sure what I'm supposed to do. What are some examples of the data that you have? All right, so you can read those yourself. You have all of that data already, what other data do you need? Remember George said, we need something to sort of say, are we growing? What's our growth model? How do we know we're doing better? How do we know that kids are on track to make two years of growth in a year, or a year and a half worth of growth in a year? So you're gonna have to start organizing yourself around that data, all right. Then the next thing you're gonna do, see where it talks about develop a measurable goal, that's your current reality. Sort of where are you now and where do you need to be? All right.

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Ms. Pierce: So that's all part of that same problem solving process, and you can see how nicely it fits with the circles. All right, everybody still with me? All right, now we're gonna come down a little bit further and this in the problem solving process is implementing the plan, and this is where we've got our systems and practices. So now that we've got our data, we've got our team, we've got our vision, we've got some data, what do we do next? So the next thing we're gonna do, and we're gonna start this today is tier definition. What do our tiers look like? All right, how do you get in and out of a tier? Remember we talked yesterday decision making rules, group sizes, things like that, all those decisions we're gonna work on that. Then you have to make some sort of a plan for professional learning. You have to do curriculum mapping, and when we talk about curriculum mapping we're talking about all three tiers. This isn't just the academic walk

through. This is what are you gonna do, you have somebody who gets identified as needing a tier three service?

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Ms. Pierce: Okay, what do I have? What's my tools in my toolbox, all right? Now, then we talk about assessment mapping. I'm gonna stop here and I want you to think about yesterday, and I want you to think remember George said that there were four types of assessment that were critical in a VTSS model. So stop with your team and see if you can remember the four. All right, what were the four types of assessment, and you can go back and look at your notes. I see that, I think we've got an overachiever over here looking for her notes to see what that answer is. What were the four types of assessment, because that's a critical piece of assessment mapping? Talk with your team what are they? [Tape cuts]

Ms. Pierce: All right, any, any thoughts, any tables that came up with some? What do you have to do to make sure kids are doing well, it starts with a P. progress monitor, so that was one. What do you do that starts with a D that means I'm not quite sure what they need, I don't know how to make an instructional match and I need a little more information, starts with a D, what kind of assessment is that?

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Ms. Pierce: Diagnostic, absolutely. Now what do we all give at the end of the year that we live and die by? What kind of a test? Summative or also high-stakes testing, he called it high-stakes testing sometimes we call it summative, okay. And there was one more, that one you talked about you know, about getting the big picture of the health of a place and that was the universal okay. So some sort of universal, so in assessment mapping when you sit down and you gotta say, okay I know we've got a lot of stuff. But I need to organize this somehow, again remember always thinking systems. I got to put my assessments in a system all right. So good remembering, notice the little scaffolding. Then we gotta think about our resources, and our resources are human, and our resources are books. Our resources are computer programs, and most importantly at the bottom we're gonna be thinking too about that family and stakeholder engagement.

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Ms. Pierce: Because if we're doing it in our buildings and the people around us and all those wrap around services aren't there again we're gonna have trouble making it work. All right so that's a systems place, remember systems is to support the adults. Now the practices, so remember he talked about what was

the one thing in practices as you look down them that he said was really really important, that you had to have a really good what? You have four choices there, which is the one he said it is really important. You gotta have a really good what? School, gonna scaffold again, starts with an S, schedule, absolutely. He kept saying you know, if you don't have that really good schedule it's gonna be really hard. All right so now we're gonna do, that was sort of again that was the implement the plan part, remember the problem solving model. And now the very bottom after you've implemented the plan what do you do everybody? Starts with an E, evaluate.

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Ms. Pierce: Exactly, did it work for us? What do we need to tweak? When you evaluate what do you always have to go back to? It's orange, the data absolutely. And so what you're gonna be thinking about here now is did you do things on the left hand side? Did you do things with fidelity? Did you look at those progress monitoring and those summative assessments on the right hand side? What's that professional learning that we did to evaluate? What kind of fidelity measures do we have? What are some observations, walk-throughs? How do we know that we're doing what we said we were gonna do the way that we said we were gonna do it is really all that is all right. So now do you think you're ready to teach it to the next person? This is your to-do list, and today the good news, remember I kept saying there was good news, the good news is you're gonna start with that leadership team piece okay on the top right. We're gonna do some activities to learn how to be a really good team. We're gonna start tier definition. We're gonna start resource mapping.

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Ms. Pierce: We're gonna start laying out that system today, all right. So we're gonna get some of those tasks done, so now it's time to turn and teach all right. So what I want everybody to do is to stand up and find, I want a school person to find a state person and teach them this implementation model. Remember I warned you, you were gonna have to do that. [Tape cuts]

Ms. Pierce: Okay, well I heard it was successful that you guys got it, you mastered it all right, 70 percent anyway. All righty, so think about this, this is sort of gonna be our anchor document. We're gonna be working off this. This is our to-do list, our checklist, our problem solving process. What we're gonna be working through, and so now it's time to get down to some of the real work like I promised all right. So the very first thing you're gonna do is start with we've got some more team members to come up, and we're gonna do some more stuff with leadership and vocabulary.

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Ms. Pierce: Cause remember on your to-do list as a leadership team you've gotta build a common vocabulary, and you also have to learn how to work as a team.